

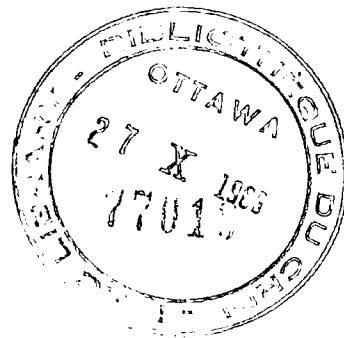
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SHORT-TERM COURSES IN INFORMATION MANAGEMENT
FOR STUDENTS FROM DEVELOPING COUNTRIES

A PROPOSAL PREPARED FOR THE
INTERNATIONAL DEVELOPMENT RESEARCH CENTRE

by



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PART I: BACKGROUND TO THE PROPOSAL

1. MEETINGS AND DISCUSSIONS

The possibility of establishing specialized short-term (6-8 weeks) courses for developing countries at universities in Canada was raised by the International Development Research Centre (IDRC) with the Canadian Council of Library Schools (CCLS) initially during the Canadian Library Association Conference in June, 1983, and subsequently in October of the same year during the meetings of the Association of Universities and Colleges of Canada (AUCC) in Toronto. A third meeting, arranged by IDRC and attended by representatives of AUCC and the Canadian Association of Library Schools, as well as six members of IDRC and all the current members of CCLS, was held in Ottawa on March 12, 1984. At this meeting the IDRC staff members provided background information on the current state of library and information science education in less developed countries (Africa and Latin America in particular), outlined the long-range plans for the development of university-based postgraduate programs of information science in developing countries and the need, in the interval until such programs could be established, for short-term courses.

In the discussions which ensued the members of CCLS indicated their support for the educational objectives proposed by IDRC. Several of the schools were already actively involved in educational programs in other countries; to cite two: l'Université de Montréal in Dakar and the University of Western Ontario in the Carribean. There was unanimous agreement among the members of CCLS, however, that CCLS itself was not an appropriate body to develop a plan for the proposed short-term courses. IDRC undertook, therefore, to sponsor a consultant to prepare a proposal in consultation with the deans and directors of the seven Canadian library schools.

2. STATEMENT OF THE PROBLEM

The problem the proposal is to address has been identified by IDRC, as well as other international agencies such as Unesco and the Coordinating Centre for Regional Information Training (CRIT), namely the critical shortage of trained personnel to provide information services in developing countries. The importance of information for these countries cannot be exaggerated. It is essential for the rational use of natural and human resources and for scientific and technological development as well as for the social well-being of a country and for the advancement of its culture.

It is now generally accepted that the best way to assist developing countries to fill this essential need for qualified information professionals is to support the establishment of post-graduate programs of education in information science in the countries and regions in question. It may, however, be some years before such programs can be established. As an interim measure IDRC has approached the Canadian library schools with the request that they consider mounting specialized short-term courses to meet the urgent need for information providers in developing countries.

3. TERMS OF THE CONSULTANCY

The relevant section of the contract follows. The consultant is required:

1. to contact the major library and information science schools in Canada and if necessary, to travel to Halifax, via Montreal and travel to Vancouver via Edmonton in order to visit the Deans of the major schools.
2. to prepare a report in the form of a proposal for mounting in Canada, a specialized short-term course for students from developing countries. The proposal should address all aspects of mounting the course(s) including the following:
 - i. duration - whether it is to be a yearly activity or a single activity.

- ii. model - whether it should be arranged by broad subject discipline or language, or specific library function.
- iii. available resources - a review (by topics) of the available human resources within the existing faculties of library and information science.
- iv. site(s) - identification of the possible site(s) for mounting the first course and possible subsequent courses.
- v. funding - an estimated budget for mounting the first course and an estimate for a continuing activity.
- vi. audience - whether or not subsequent courses would be of interest to developed country participants (e.g. Canadians) and whether these courses would be accepted as credit courses within the existing academic programs.

4. TIME FRAME OF PROPOSAL

For personal reasons the consultant was unable to begin work on the proposal until the beginning of September, nevertheless the deadline for completion agreed to is November 10, 1984. This early date is necessary as IDRC hopes to see the first course offered in the summer (July and August) of 1985. Assuming the proposal is approved at the January meeting of IDRC's Board, only five months will remain in which to select the participants and make preparations to offer the course.

5. CCLS APPROVAL

No meeting of CCLS was scheduled between September 10 and November 10, 1984, and therefore there was no opportunity for the members of CCLS to discuss the proposal as a group, however the consultant has made every effort to obtain the benefit of their experience and advice in developing the proposal. An outline was mailed to all deans and directors on September 29 and a draft proposal on October 15. Comments and suggestions by telephone,

in writing or in person were solicited. Had telephone calls proved inadequate to the purpose the consultant would have visited all six library schools. Visits were made to IDRC (September 10), the University of Western Ontario (September 25) and Dalhousie University (October 17). The Chairman of CCLS has undertaken to canvass the members and to report to IDRC directly concerning CCLS' support for the proposal.

6. VIEWS OF OTHER EXPERTS CONSULTED

In addition to discussing the proposed short-term courses with CCLS, the consultant sought advice from the library profession, including the National Librarian of Canada, the Director of CISTI, presidents of the major professional associations, members of faculty of the library schools in Halifax and Toronto, and also from other experts with experience in providing services for students from less developed countries. (See Appendix 2)

All those consulted supported the concept of the library profession in Canada, and specifically the library schools, assisting less developed countries with the task of educating staff to provide information services, which were considered essential to social, economic and political advancement. There was considerable difference of opinion as to how this could best be done. Some argued for a continuation of the practice of subsidizing students to attend professional degree programs in developed countries. Others suggested alternative models: 1) send qualified librarians to the less developed countries to run informations centres, and in the process, to train the local staff, or 2) bring librarians from the less developed countries and attach them to members of faculty in library schools, or to outstanding practitioners, as apprentices, to learn by precept and example. All the above suggestions require a period of a year at the very least.

A concern expressed by many was the length of the proposed course (6-8 weeks) in view of the amount of time the participants would require to adjust to the environment. One suggestion was an even shorter course (2-3 weeks in length) for fully qualified librarians because the adjustment problem would be greatly reduced for this target audience. Another was a course of six months duration for library staff with some previous education and experience in the field.

All the above suggestions merit serious consideration in their own right. They are also helpful in identifying problems that will have to be dealt with in developing the present proposal. They do not, however, offer a satisfactory solution to the problem identified by IDRC, either because of the length of time entailed, or because of the level of expertise required of participants.

The practise of offering educational programs designed for participants from developing countries in developed countries has been criticized and the disadvantages are acknowledged. The justification for proceeding with the present proposal is that no viable alternative exists. The proposed course is intended as an interim measure until graduate programs of education in library and information science are established in the developing countries. The disadvantages have been recognized and admitted and every effort will be made to compensate for them.

The advantages of offering the course in Canada also deserves mention. Resources can be made available to participants coming to Canada that could not be exported. Canada has a wealth of information centres ranging from small to large and technically very sophisticated that can serve as teaching and learning resources. There are highly qualified library educators as well as practitioners to serve as instructors. Finally, by making contacts with individuals and identifying resources in Canada, participants will establish professional connections that will continue to be of value to them on their return to their home countries.

7. INTENDED AUDIENCE

Although 'Audience' is the last point listed in the terms of reference supplied to the consultant by IDRC, the issues it raises must be dealt with before the proposal can be developed.

At the meeting of March 12, CCLS and IDRC were in agreement that the proposed course should be directed at individuals with no formal training in library or information science, but who are working in information units and who either already hold positions entailing responsibility or who are being groomed for such positions. (See also 14. Students/Participants below)

IDRC has raised two different, but related, questions. The first is: if a specialized short-term course were established for individuals from developing countries, in future years might applicants from developed countries be admitted? The advantage, from the point of view of IDRC, would be that the program might then become self-sustaining and thus be available to IDRC when and if needed, but would not continue to be entirely dependent on IDRC for funding.

As IDRC pointed out, there are many individuals in Canada and the United States who work in libraries, especially so-called special libraries, without any formal training in librarianship. All the members of CCLS have been consulted in this regard and they and the consultant are in complete agreement that for Canadian library schools to permit applicants from Canada and the United States to attend such courses would undermine the MLS degree and also be a disservice to the public. CCLS has a responsibility to protect both the interests of the public and the reputation of the library profession.

As requested by IDRC the consultant has contacted practising librarians as well, in order to reflect the views of various sectors of the profession. The respondents were unanimous in their opposition to the proposal as will be seen from the letters in Appendix 3.

One of those consulted raised the question: if such courses are deemed undesirable in developed countries, why is it appropriate to offer them to individuals from less developed countries? As already mentioned, these short-term courses are intended as a stopgap measure until the necessary educational programs have been established at universities in developing countries. One of the objectives of the course will be to make those in attendance aware of its limitations and to encourage participants to obtain full professional qualifications so that they can become leaders in the profession in their homelands.

The exclusion of applicants from developed countries can be justified on academic as well as professional grounds. If they were admitted, and especially if they constituted the majority, the course would be skewed to meet their needs rather than those of the students from less developed countries for whom the course was originally intended.

The second question is: should these courses be offered for credit toward the MLS or other academic degree? The same reasoning applies. If they could be taken for credit toward the MLS degree they would have to be designed with that objective in mind rather than the special needs of students from developing countries.

PART II: PROPOSED SHORT-TERM COURSE

8. DURATION/FREQUENCY

In discussions to date it has been assumed that the course would be offered annually in the summer months (July and August) for the next five to seven years provided that 1) the need warrants it, 2) one of the Canadian library schools is available to act as host, and 3) the necessary funds are provided by IDRC or another agency.

9. MODEL

IDRC has proposed that the course be organized either by language, by specific library function, or by broad subject discipline.

9.1 Language

With respect to language, only the Université de Montréal would have the capacity to organize and run a course in the French language. Some faculty members of other library schools, McGill in particular, are sufficiently fluent in French to be able to teach in this language, but no other school could provide the administrative structure and supervision in French. Courses offered by any of the six remaining library schools would be in English.

Professor Richard Gardner, Directeur de l'Ecole de Bibliothéconomie de l'Université de Montréal, has given it as his expert opinion that IDRC would be well advised to provide support for a French language course at Rabat in Morocco rather than in Montreal. The members of faculty at the University in Rabat are extremely well qualified with PhD degrees from universities in Europe and the United States. The A/V facilities are superior to those of most Canadian schools and the necessary computer and communications facilities are also available. Students would be able to observe such activities as indexing of government documents for online retrieval in a network environment.

9.2 Library Function

At the meeting held on March 12 the discussion seemed to favour a model based on library function. The topic "Information Resources and Technology" was discussed and met with a measure of approval. To quote from the report of that meeting:

Whatever the semantics, it was agreed that the course would provide the students with skills, in particular the skill of identifying where information is produced and packaged and how it can be accessed, and the skill of identifying all information services provided by governments and how these can be accessed. Furthermore, students will need to know how to determine user needs and set priorities. In brief, the purpose is to provide the three basic skills of information management: 1) identifying and obtaining information, 2) processing it, and 3) re-packaging it for dissemination.

On mature consideration, however, there seemed to be a problem with this approach. A six-week program of instruction devoted to a single function, say for example information retrieval, would only be successful if the students already possessed an understanding of other essential functions, such as indexing and abstracting. The basic skills of information management, as defined above, cover several of the essential functions in providing an information service.

9.3 Subject Specialization

If subject specialization is selected as the organizing principle the scope of the program is reduced and clearly delimited and the material to be covered in the period available is much more manageable and more easily defined. By focussing the program on one subject area one could deal with resources, indexing and abstracting and retrieval techniques all in relation to the chosen field. The students would establish contacts that would be of permanent value on their return to their own countries, not only with information centres in Canada, but among the peer group. This model would also be an asset in identifying suitable candidates for the course.

10. SUGGESTED SUBJECT AREAS

The areas listed below correspond to IDRC's major program disciplines.

Agriculture
Economics: Information for Business and Planning
Education
Energy and Resources including Environment
Health Sciences
Scientific and Technological Information for Industry

11. COURSE OBJECTIVES

The purpose of the course is to address the problem identified above, the critical shortage of trained personnel to provide information services in developing countries. With this end in view the course is intended:

1. to serve as an introduction to the basic skills involved in operating an information service, for individuals from developing countries who lack professional qualifications, but who nevertheless hold positions of responsibility as information providers;
2. to acquaint the participants with the principles underlying the provision of an information service as well as the skills and techniques involved;
3. to emphasize the importance of cooperation and of sharing information by making the students aware of the resources in developed countries on which they can draw, and also by encouraging them to make contacts and to think in terms of developing networks in their own countries.
4. to emphasize the techniques and procedures of immediate and practical application in less developed countries, but also to show the students the possibilities for the future by introducing them to the technological resources available to libraries in Canada;

5. to make the participants aware of the limitations of a 6-week course and to encourage them to continue their own education on their return through reading and attending other courses;
6. to stress the importance, for those ambitious to become leaders in the field, of obtaining full professional qualifications as soon as postgraduate programs in information science have been established in their own countries.

12. LENGTH AND STRUCTURE

It is recommended that the course be eight weeks in length, the time to be allocated as follows. The first week would be devoted to orientation, the next six weeks to instruction, and the final week to visits to libraries outside the city in which the host university is located.

It is proposed that the course be organized in two-week modules of which there would be three in all. This structure will have the advantage for the students that they will be able to concentrate on one or two topics at a time. This structure will also make it easier to attract the best qualified staff. The subject field would influence the choice of topics. No more than two topics would be dealt with in a two-week period.

The following outline is offered as an example only.

Week 1: Orientation to the university and its facilities and the city in which it is located. Introduction to the subject field that provides the context for the course.

Weeks 2-7: Instruction. Suggested topic/units:

Primary and secondary resources in the subject field
Information retrieval, manual and automated
Indexing procedures for local databases
Management of an information centre
Networks, cooperation and sharing of information
Introduction to microcomputers, applications of
communications technology

Week 8: Visits to the National Library and CISTI.

12. STAFFING

13.1 Teaching Staff

It is recommended that each topic be taught by a library educator teamed with a practising librarian. The practitioner will be chosen on the basis of subject field as well as special expertise in a particular topic and his/her information centre will serve as a resource and for demonstration purposes. It is assumed the practising librarians will collaborate on planning the unit, preparation of course materials and also in teaching.

It is recommended that lectures be held in the mornings and that in the afternoons the staff (instructors and/or librarians and/or other staff appointed as tutors) be available to act as tutors at regularly scheduled hours. It is highly probable that students will be hesitant to ask questions in class, and therefore the staff will need to meet students individually to assist with assignments and to help students think through the application of a particular technique or service in his/her home environment. These sessions will enable the staff to gauge how well the students are able to follow the lectures and will provide the opportunity to clarify points that have not been understood in the lecture.

It would be possible to appoint teaching assistants as tutors to handle these afternoon sessions, and there might be some advantages to having junior members of staff to do the tutoring. Some universities might, however, encounter difficulties in employing teaching assistants in this capacity and practising librarians would be equally effective in the role.

13.2 Administrative Staff

It is recommended that there be a Course Coordinator responsible for the academic aspects of the course and also a Course Director/Student Advisor, preferably someone who has had experience with training programs for people from developing countries and the problems that are likely to arise. AUCC has indicated that they might be interested in handling this aspect of the program. Both the Course Coordinator and the Course Director would have to be present throughout the entire eight weeks of the course, the latter on call seven days of the week.

Secretarial assistance will be needed for the preparation of the units, especially the material for students, and also for the period that the course is in progress. Estimated time: approximately 5 man months.

In addition some technical support staff will be required. Extra staff may be needed in the library to provide special assistance and to keep the library open extra hours. Also the audio-visual and computer staff may be required to assist students or to support lecture presentations.

13.2.1 Duties of the Course Coordinator

The Course Coordinator will be responsible for the overall planning of the program, appointment of teaching staff, coordination of the individual units, supervision of the development of the teaching materials, planning and supervision of orientation, and supervision of the course while it is in progress, holding weekly staff meetings, dealing with academic problems and carrying out the evaluation of the course at the end. It would be desirable for the Course Coordinator to have a reduced teaching load in the spring term to free him/her for the above duties. Ideally the work would be spread over a full year. Estimated time: 3 man months.

13.2.2 Duties of the Course Director

The Course Director will need to take up residence at the host university the week before the course begins. He/she will assist with orientation, handle all administrative details and relations with IDRC while the course is in progress and all student problems other than the purely academic. The two administrators will have to work closely together both prior to and during the course as the Course Coordinator will be more familiar with the university organization. He/she will probably make the initial arrangements for student housing and will be needed to advise on solutions to administrative problems involving the university administration.

If the same person could fill this position every time the course is offered it would provide desirable continuity.

Estimated time: 3 man months. In addition to a stipend this position will also entail travel costs and living expenses.

14. STUDENTS/PARTICIPANTS

14.1 Selection

IDRC will arrange for the selection of participants. An important criterion will be the match between the candidate's field and the subject chosen as the focus for the course in a particular year. It is assumed that the students will come from countries in which IDRC has regional offices, Africa, South America, and possibly Asia.

14.2 Education and Experience

It is assumed that those selected will be working on IDRC projects and involved in information activities. It therefore follows that they can be expected to have some educational background and expertise in the subject field, requisite facility in English or French, depending on the site, but no formal training in library or information science.

It is important that those selected be made aware that they will be coming as students and that they will be living in student housing and that trips will be arranged through student services at the host university. If participants were not aware that it is the custom on this continent to treat all students alike regardless of age and academic level they might think they were not being treated in a manner appropriate to their status. It is very important to the success of the course to avoid misunderstandings of this kind.

14.3 Number

In discussions concerning the size of the group, the minimum number proposed has been twenty, the maximum thirty. A number of those consulted strongly advised that the group be kept small, to twenty at most. The smaller number will permit much more individual attention and more opportunities for discussion.

It is assumed that no student will be admitted to more than one course even though the subject focus is expected to change from year to year.

14.4 Information Form

An Information Form will be prepared and students will be requested to complete and return it before the course begins so that the instructors can take into account the characteristics of the student body in planning the course.

15. COURSE MATERIALS

Written materials to support the instruction and to provide the student with a record to take home with him/her will be essential, probably to the level of detailed lecture outlines because many of the students may find it difficult to take notes. Xeroxed copies of articles, textbooks and other material will also be collected and made ready in advance.

In addition to handouts it was suggested that videotapes could be used and copies provided for the students to take home with them.

16. CREDIT

It has been stated that this is not a degree program, however instructors would be expected to evaluate the students' work and keep track of absenteeism. A certificate would be issued at the end of the course for its successful completion. Any student who attended regularly and completed assignments would be deemed to have completed the course successfully. The justification for this definition of "success" is that members of the teaching staff will work with the students on a one-to-one basis to ensure that the students are able to keep up with the course and that questions are answered.

17. EVALUATION

Each unit would be evaluated by both students and faculty as well as the course as a whole at the end, and a report would be submitted to IDRC and also the host dean. An assessment form will be prepared by the Course Coordinator.

Because the participants will be chosen from IDRC projects it will probably be possible to carry out follow-up studies after the students have returned to their own countries.

18. AVAILABLE RESOURCES

Because of time constraints it has not been possible to carry out the detailed review by subject of the available human resources as specified in the terms of reference of this contract. The information provided below is based in part on an examination of calendar listings, and in part on consultation. Each of the seven library schools could probably muster the faculty expertise, drawing on part-time as well as full-time faculty, to offer a course in some if not all of the subject areas specified above.

Almost all the schools could support health sciences, scientific and technological information for industry, and education. No school currently offers a course in resources for agriculture, but several said they thought they could muster the necessary strength. Similarly no school offers a course on energy, natural resources and the environment, but again some schools felt there were resources in the community that could be tapped. Three schools list courses on information resources and services for business and industry.

It does not seem desirable to associate specific courses with individual schools in this proposal because one resignation can drastically alter a school's strength in any area. This is a matter that can be handled better by direct communication between IDRC and individual schools with reference to a specific summer's offering.

All the cities in which library schools are located, with the possible exception of London, Ontario, are large enough to provide a good range of special libraries, however each one will offer some unique opportunities, London included. A seventh site, Ottawa, would offer many advantages, but to administer a course off-campus presents special problems. McGill is closest to Ottawa geographically, and the University of Western Ontario has had the most experience in offering courses in Ottawa.

19. SITES

Years Available (Tentative Only. No Commitment)

Alberta - 1987 or 1988

McGill - 1988 or 1989

Toronto - 1985

Western Ontario - 1986 or 1987 or 1988

As explained above, Morocco, rather than Montreal, is recommended as a site for a French language course. Members of staff

at the University of British Columbia do not consider their school an appropriate site, partly because of their crowded quarters, and partly because they are all in agreement that a trip to Ottawa would be an essential part of the course. Students should visit the National Library, CISTI, and the many important government libraries located there. Individual members of the UBC staff would want to have the opportunity to participate in the course at other locations. Members of staff at Dalhousie had some reservations about the proposal, but individuals indicated interest and support, although the school was not prepared to make even a tentative commitment to host the course.

A point on which there was general agreement at the March meeting was that no school would want to undertake to mount a course drawing entirely on its own resources. There would be considerable financial advantage, however, if in any given year most of the staff (faculty, librarians, and administrative and support staff) were local. It is recommended that each year one school accept responsibility for serving as host, and that that school be at liberty to involve members from other faculties at its discretion.

The suggestion was made by one member of CCLS that there would be advantages to using the same site each year. It is unlikely that Alberta, McGill, Toronto or Western Ontario would concur with this proposal.

20. DIVISION OF RESPONSIBILITIES

It is understood that IDRC, through its Regional Offices, will assume full responsibility for the selection of candidates, arranging for their release from their current posts, obtaining visas and other documents, making travel arrangements and attending to the myriad details necessary to ensure that they arrive on time for the beginning of the course.

Planning and administering the course and responsibility for the students while they are in attendance will rest with the staff appointed by the library school that hosts the course in any given year, and the Course Director, as outlined above (13.2.2)

Financial responsibility for the students and for all costs entailed in offering the course, with the exception of the Course Director, to be covered by AUCC, will be assumed by IDRC as outlined in the budget which follows.

The budget has been spelled out in considerable detail, but it is assumed that the funds will be allocated in four categories or envelopes: Instructional Staff, Administrative Staff, Supplies and Services, and Student Expenses.

23. LINES OF COMMUNICATION

If this proposal is implemented it is assumed that IDRC would deal directly with the individual deans and directors of the seven Canadian library schools in selecting a school to host the course, and not through CCLS. A decision as to the subject focus would be made jointly by the dean of the school hosting the course and IDRC. The specifics of the budget would be arranged by the dean and IDRC also. The Course Coordinator and the Course Director would be appointed by the dean and IDRC respectively after consultation, and thereafter the Course Coordinator and the Course Director would deal directly with IDRC.

PART III: CONCLUSION

24. OMISSION

No attempt has been made to calculate a budget for a first course, and revise it to reflect expenses in offering the course in subsequent years, as stipulated in the terms of reference. It was impossible to do so because too many matters affecting the budget cannot be decided until the host school has been selected. Even then it will be difficult to predict many items with certainty, for example how many instructors will require travel and living allowance. Instead the consultant has tried to indicate the sort of expenses such a course will entail and give a sense of the order of magnitude.

25. CONCLUSION

In preparing this proposal much time and effort has been devoted to the problems in offering a short-term course for participants from less developed countries. Little has been said about the opportunities it will provide. Much will depend on the motivation and interest of the students, but it is reasonable to expect that they will learn the basic skills of information management in their subject field. They will also make valuable contacts, but most important, they will be exposed to the state-of-the-art of information management in their field. The test of the success of the course will be not merely whether they are able to apply what they have learned on their return home, but whether they are stimulated to continue their own education and to become leaders in the profession.

In offering this course Canadian library schools will be accepting a continuing responsibility to the participants because expectations will be raised. Practising librarians as well as library educators must be prepared to respond to requests for advice and assistance in the future.

APPENDIX I: SOURCES CONSULTED

LIBRARIES AND LIBRARIANSHIP IN LESS DEVELOPED COUNTRIES

- Abidi, S.A.H.; and Zaidi, A.I.H., eds. Librarianship as a Career in East Africa. Kampala, Uganda: Council for Library Training in East Africa, 1979.
- Buckley, B.J. "The coverage of library/information science periodicals from developing countries by the major abstracting and indexing services." IFLA Journal, 8 (1982): 379-387.
- Fadiran, D. "Changing career patterns of professional librarians in Nigeria, 1950-80." International Library Review, 11 (January 1979): 105-112.
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- Woolston, J.E. "Information exchange in a North-South context: is there more to gain through cooperation than in trying to establish new markets?" Aslib Proceedings, 36 (January 1984): 9-14.

BY SUBJECT FIELD

- Adimorah, E.N.O. "Agricultural librarianship, documentation and information science in Nigeria." International Library Review, 9 (1977): 413-428.
- Lawani, S.M.; and De Chantal, Jean. Report of the Meeting of West African Agricultural Librarians and Documentalists. International Institute of Tropical Agriculture, Ibadan, Nigeria, Jan. 20 - 22, 1975.

EDUCATION FOR LIBRARY AND INFORMATION SCIENCE

GENERAL

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Keresztesi, M. "UNESCO's work in the field of library education and training: an overview and assessment." International Library Review, 14 (October 1982): 349-391.

Lundu, M.C. "Library education and training: at home or abroad? A personal assessment and impressions." International Library Review, 14 (October 1982): 363-378.

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Saracevic, T. "Training and education of information scientists in Latin America." UNESCO Journal of Information Science, Librarianship and Archives Administration, 2 (July-September 1980): 170-179.

Wylllys, R.E. "Information science education: some American ideas and an international view." Bulletin of the American Society for Information Science, 3 (August 1977): 13-14.

EDUCATION FOR LIBRARY AND INFORMATION SCIENCE cont.

PROGRAMS: DESIGN AND REVISION

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Allmand, Monica. Feasibility Study on Setting up a Permanent Regional Summer School for Continuing Education in Information Sciences. Final Report of the FID/CLA/ET Committee. Buenos Aires: 1984.

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EDUCATION FOR LIBRARY AND INFORMATION SCIENCE

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University of Sheffield. Postgraduate School of Librarianship and Information Science. Advanced Information Work. A UNISIST/FID/IFLA International Summer School for Teachers and Workers in the Information Field. 2nd - 26th July, 1978.

SUBJECT FIELDS

BUSINESS AND INDUSTRY

Education and Training for Information Services in Business and Industry in Developing and Developed Countries: Needs, the Experience, the Newer Trends. Papers presented at the FID Education and Training Committee Workshop, Minneapolis, Minn., 11-12 October, 1979. The Hague: International Federation for Documentation, 1980.

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HEALTH SCIENCES

Allerton Invitational Conference on Education for Health Sciences Librarianship. Proceedings of a Conference, held at Monticello, Ill., April 2-4, 1979. Edited by R.A. Berk. Chicago, Ill.: Medical Library Association, 1979.

Lieberman, Irving, ed. Education for Health Sciences Librarianship. Proceedings of an Invitational Conference, September 10-12, 1967. Seattle, Wash.: University of Washington, School of Librarianship, 1968.

EDUCATION FOR LIBRARY AND INFORMATION SCIENCE

SUBJECT FIELDS cont.

SCIENCE AND TECHNOLOGY

Adler, L.N. and White, S.E. "Training in the use of scientific and technical information for third-world countries." Communicating Information. Proceedings of the 43rd ASIS Annual Meeting. Anaheim, CA., October 5-10, 1980. White Plains, N.Y.: ASIS, 1980. p. 208-210.

APPENDIX II: EXPERTS CONSULTED

MEMBERS OF CCLS

Basil Stuart-Stubbs, Chairman, and Director, School of Librarianship, University of British Columbia

Richard K. Gardner, Director, Ecole de Bibliothéconomie, Université de Montréal

Norman Horrock, Director, School of Library Service, Dalhousie University

Helen Howard, Director, Graduate School of Library Science McGill University

Ann H. Schabas, Dean, Faculty of Library and Information Science, University of Toronto

Jean M. Tague, Dean, School of Library and Information Science, University of Western Ontario

John G. Wright, Dean, Faculty of Library Science, University of Alberta

MEMBERS OF FACULTY AND STUDENTS AT DALHOUSIE UNIVERSITY

Professors L.J. Amey
Mary Dykstra
J.R.T. Ettlinger,
Edith Rasmussen
Boris Raymond

Students: Edwina Peters-Roberts from Jamaica
Glenna Quinn from Mambo, Southern Province, Sierra Leone

MEMBERS OF FACULTY, UNIVERSITY OF TORONTO

Professors C.D. Cook
L.-G. Denis
Alan Rees, Visiting Professor from Case Western Reserve University
Ian Winchester, Ontario Institute for Studies in Education

OTHER MEMBERS OF UNIVERSITY OF TORONTO STAFF

P. Falkenheim, Coordinator of International Relations
E. Patterson, Director, International Student Centre
M. Dougherty, Personnel Department
M.A Jones, Residence Complex Officer
H.S.B. Jones, Director of the Office of Space Management

MEMBERS OF THE LIBRARY AND INFORMATION SCIENCE PROFESSION

National Librarian - Marianne Scott
Gwynneth Evans, Executive Secretary, National Library

Director of the Canada Institute for Scientific and Technical
Information - Elmer Smith
Inez Heseltine, Assistant to the Director

Canadian Association of Large Urban Public Libraries
Nancy Hall, Chief Librarian, Etobicoke Public Library
Fred Israel, President of the Association and Chief Librarian
Windsor Public Library (response to be forwarded)

Canadian Association of Research Libraries
James Hogan, Chief Librarian, Brock University
Margot McBurney, Chief Librarian, Queen's University
Marilyn Sharrow, Chief Librarian, University of Toronto

Toronto Medical Libraries Group
Jan Greenwood, President of the Group and Librarian of the
Ontario Medical Association

Association of Parliamentary Librarians in Canada
R.B. Land, President of the Association and Director of the
Legislative Library, Research & Information Services
for Ontario

Special Libraries Association. Toronto Chapter
Cynthia Smith, President of the Toronto Chapter and Chief of
the Research Division of the Legislative Library
Research & Information Services for Ontario

Library Technician Instructors
Jean Weihs, Coordinator, Library Techniques, Seneca College of
Applied Arts and Technology

APPENDIX III: RESPONSE OF PROFESSION RE ADMISSION TO PROPOSED
COURSE OF STUDENTS FROM DEVELOPED COUNTRIES

All the professional librarians consulted were opposed, for the reasons stated in section 7. Intended Audience, to the admission of applicants from developed countries to the proposed course. Copies of the letters received are appended.

In addition to those who wrote letters in this regard two other members of the Canadian Association of Research Libraries voiced strong disapproval in telephone conversations to admitting such applicants, namely Ms Margot McBurney, Chief Librarian, Queen's University and Ms. Marilyn Sharrow, Chief Librarian, University of Toronto.



October 30, 1984

Professor K.H. Packer,
Faculty of Library and
Information Science,
University of Toronto,
140 St. George Street,
TORONTO, Ontario.
M5S 1A1

Dear Katherine:

I am writing in response to your letter of October 9, 1984. This letter outlines a proposal put forward by the International Development Research Centre (I.D.R.C.).

The proposal appears to suggest that a training programme at a Canadian library school for persons from undeveloped countries could also accept applicants from developed countries (i.e. Canada).

My purpose in writing is to express my concern. There is simply no need. Presently two training streams exist: the professional degree at the post-graduate university level and the technician's diploma at the community college level. Why a third?

In Etobicoke, which is considered a large public library, we require the expertise which comes with the professional degree for senior and specialized positions. It is most unlikely that we will settle for anything less. For the rest, community college and/or work experience (not necessarily in a library) are just fine.

I sincerely hope the Canadian Council of Library Schools will oppose any attempt to extend this type of training to persons from developed countries where adequate training opportunities exist. We spent years moving away from this kind of thing.

Yours truly,

A handwritten signature in cursive script, appearing to read 'Nancy M. Hall', followed by a horizontal line.

Nancy M. Hall
Director

NMH/wjp

BROCK
UNIVERSITY
REGION NIAGARA

Office of the
University Librarian

(416) 688-5550
~~Telex 061 5133~~

St. Catharines,
Ontario, Canada
L2S 3A1

October 16, 1984

Professor Katherine H. Packer,
Faculty of Library & Information Science,
University of Toronto,
140 St. George Street,
Toronto, Ontario,
M5S 1A1.

Dear Professor Packer,

At the fall meeting of OCUL, held yesterday in Toronto, Marilyn Sharrow raised the question of IDRC's approach to the Canadian Council of Library Schools which requested its support in developing a short term training programme for individuals from developing countries.

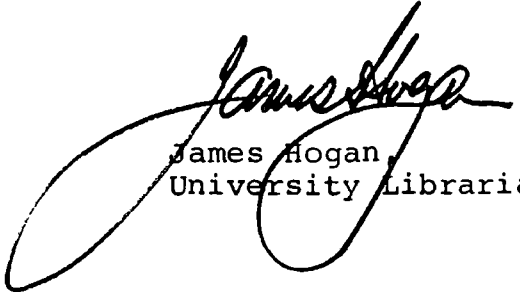
It was agreed that, since time was of the essence, individual members of OCUL might write to you directly on this matter and, to this end, Marilyn distributed to members copies of your letter of October 1st.

I fully support your contention that the Canadian Council of Library Schools must reject IDRC's proposition that individuals from Canada, the U.S.A. and developed countries should be admitted to short-term training sessions. The offering of such sessions - particularly by the Library Schools - will undermine the validity of all postgraduate education in librarianship.

Likewise, I feel uncomfortable about IDRC's initial proposition of offering short-term courses to individuals from developing countries; it strikes me as rather short-changing them. It would be preferable in the long run, and if IDRC is prepared to spend money anyway, to provide selected individuals with the facilities and finances to enable them to complete the standard MLS programmes.

Yours sincerely,

JH/cv


James Hogan,
University Librarian.

November 9, 1984

Professor Katherine H. Packer
Faculty of Library and Information Science
University of Toronto
140 St. George Street
Toronto, Ontario
M5S 1A1

Dear Katherine:

In reply to your letter of October 19, 1984 I should begin by saying that the members of the Toronto Health Libraries Association (THLA) Executive, with whom I have since spoken, all reacted positively to the notion of Canada providing library training for students from developing countries. Having said that, however, I must stress that we share most emphatically your concerns about IDRC's suggestion that North American library personnel be allowed, in future, access to such training programs to upgrade their own qualifications. Your point about the two clearly defined career paths now in existence is well taken and any dilution of these standards would be totally unacceptable to THLA.

In respect of developing a training program for students from countries where information services are yet in their embryonic stages, the THLA Executive recommends:

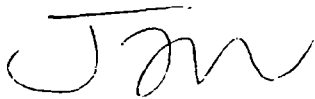
1. That a practical, intensive, skills training course without pretensions to a professional education be developed; this recommendation raises inevitably the question of whether a graduate school is the appropriate nurturing ground;
2. That any library training program be offered only on the understanding that it serves as an interim measure until such time that the graduate degree can be offered in the developing country;
3. That provisions be made for Canada to offer follow-up consultations in the developing countries;
4. That practising librarians (as opposed to library educators) play a major role in the training program and that, as far as possible, students be exposed to working libraries;
5. That a subject field approach be adopted;
6. That comprehensive workbooks or manuals be developed to complement the lectures, demonstrations, etc.

.....2

Professor Katherine Packer
November 8, 1984
Page 2

I look forward to hearing of future developments in connection with this challenging proposal and hope that you will invite further THLA participation. Undoubtedly there are among our members librarians who would be willing to play an important role should the opportunity present itself. Please do not hesitate to contact me again should you have further questions.

Best wishes.



Jan Greenwood, B.A. M.L.S.
President

JG:rl

cc: THLA Executive Members

Ontario Medical Association
240 St. George Street
Toronto, Ontario
M5R 2P4

APLIC



ABPAC

**The Association of Parliamentary Librarians in Canada
L'Association des bibliothécaires parlementaires au Canada**

October 18, 1984

Office of the Director,
Legislative Library,
Research & Information Services,
Legislative Building,
Queen's Park,
Toronto, Ontario. M7A 1A2
(416) 965-3742

Dr. Katherine H. Packer,
Professor,
Faculty of Library and Information Science,
University of Toronto,
140 St. George Street,
Toronto, Ontario,
M5S 1A1

Dear Katherine:

Re: IDRC Short-Term Training Program

This is to acknowledge formally receipt of your letter dated October 1, 1984, dealing with a proposal by the International Development Research Centre (IDRC) to develop a short-term training program in library and information science for individuals from developing countries.

Your letter was distributed to representatives from the Association of Parliamentary Librarians in Canada and discussed at a meeting in Fredericton on October 9, 1984.

There was general approval from APLIC members for the proposal to provide appropriate short-term courses for individuals from developing countries which lack facilities for training. The need is self-evident.

However, our Association unanimously opposes the proposal to institute similar short-term courses for library and information science personnel working in Canada. Our Association believes that there are already adequate training and educational programs in Canada for preparation of library technicians and librarians. Short-term courses are, therefore, unnecessary. Furthermore, institution of such courses would, we believe, lead to a situation where those completing such courses would consider themselves adequately prepared to cope with the demands of the increasingly complex world of libraries and information centres. Also, employers would be tempted to equate short-term courses with those leading to a diploma in library technology or degree in library and information science. In short, such courses would affect the quality of service.

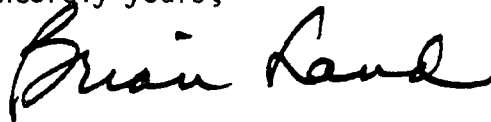
In summary, APLIC favours the development of a short-term program for individuals from developing countries; we oppose the institution of such courses for others on the grounds that it would encourage the use of inadequately trained personnel and undermine the quality of service

. . . . cont'd.

October 18, 1984
page 2
continued

given to our respective library clientele.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Brian Land".

R. B. Land,
President, 1882-84.

RBL/cc

cc: Marian Powell, President, 1984-86
Richard Paré, Secretary, 1984-86



Special Libraries Association

Toronto Chapter

October 29, 1984.

Katherine H. Packer,
Professor,
Faculty of Library and
Information Science,
140 St. George Street,
Toronto, Ontario,
M5S 1A1

Dear Professor Packer:

RE: IDRC Proposal

On October 17 the executive board of Toronto Chapter SLA met. At the meeting your letter of October 1, 1984 was presented for discussion.

The executive board concurs with your opinion re the training of Canadian applicants who are well able, in most cases, to avail themselves of the technical or professional training programs available in this country.

The executive board was concerned with the short training period outlined in your proposal. It is felt that either a scholarship fund to train several candidates from Less Developed Countries (LDC's) in Canada over a longer (1 or 2 year) period of time would lead to sounder training; or faculty on sabbatical leave would be given grants from IDRC to live abroad and train classes of library workers in LDC's.

Respectfully,

Cynthia M. Smith

Cynthia M. Smith,
President,
Toronto Chapter.

CMS/ms



SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY

1750 FINCH AVENUE EAST, NORTH YORK, ONTARIO M2J 2X5 • 491-5050

October 15, 1984

Professor Katherine H. Packer
Faculty of Library and
Information Science
University of Toronto
140 St. George St.
Toronto, Ontario
M5S 1A1

Dear Katherine:

It would be presumptuous of me to speak on behalf of the Association of Library Technician Instructors. However, I will send a copy of this letter together with a copy of your letter to Robert Bowman, the chairperson of that group. The following, therefore, is my opinion as coordinator of the Seneca Library Techniques Program, which I have directed for the past fifteen years.

I would strongly oppose the admission of applicants from any country which has established programs for the education of librarians or library technicians. Short courses from a reputable university would create false expectations. This would be a disservice to the public who would not receive the professional expertise with which the present library science and library technician programs provide their graduates in two years of intense educational work. People in the library profession know that short term courses cannot in any way approximate these programs, but the general public, and perhaps employers such as trustees, may not be aware of the difference in professional skills. They may think that they are hiring or consulting a "librarian".

As a profession, I believe that it would be our duty to protect the public by stating clearly and widely that these short course graduates would make inferior employees to librarians and library technicians. This statement would be detrimental to the people who took these courses. Would this not be a type of fraud? The educational institution takes their money and then rather disowns them.

Thank you for giving me the opportunity to state my opinion.

Sincerely,

Jean Weihs
Coordinator
Library Techniques

JW/jlm

APPENDIX IV: RATES FOR STUDENT HOUSING

Rate schedules provided by six Canadian universities are attached. No response was received from the University of Alberta. Time did not permit a second request. The information is provided for comparative purposes only. Most universities could not provide the 1985 rates and some which offer weekly rates, for example the University of Toronto, did not provide them.



UBC Conference Centre

THE UNIVERSITY OF BRITISH COLUMBIA
2075 WESBROOK PLACE, VANCOUVER, B.C., CANADA V6T 1W2 PHONE (604) 228-5441

October 5, 1984

Ms. Katherine H. Packer
Professor
Faculty of Library and
Information Services
University of Toronto
140 St. George Street
Toronto, Ontario
M5S 1A1

Dear Ms. Packer:

We would be delighted to welcome the participants of the Short Term Information Science Courses at the UBC Conference Centre. We could accommodate them at the W.H. Gage Residence. This residence consists of three high-rise towers of 17 floors each and a low-rise building of three floors. Every floor is divided into four living units each consisting of six single bedrooms which share a spacious washroom and a lounge area. Our rate for 1985 is \$24.00 per person per night. We can offer the following special rates for you.

Option 1 \$18.00 per person per night of actual occupancy.

Option 2 \$90.00 per apartment (6 bedrooms) with a guaranteed occupancy for a minimum of 30 days. After 30 days the charge would be \$15.00 per night for occupied rooms.

I hope the above rates will facilitate your programs and I am looking forward to hearing from you.

Yours sincerely,

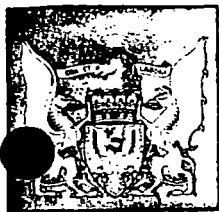
Susanne Nikles
Conference Centre Manager

Enclosure
SN/cd



International Congress and Convention Association (ICCA)

Official
Member



**Dalhousie
University
Conference
Centre**

Room 122
Student Union Building
Dalhousie University
Halifax, Nova Scotia
B3H 4J2

October 18, 1984

Katherine H. Packer
Faculty of Library and Information Science
University of Toronto
140 George Street
Toronto, Ontario M4S 1A1

Dear Professor Packer:

My apologies for the delay in answering your letter. I'm afraid it did a campus tour before reaching my office.

We would be pleased to accommodate students for the IDRC. We have set our 1984 accommodation rates at \$55.00/week for a single or twin room. (Same as 1984 rate.) Students must present a valid '84 - '85 student I.D. Meal service will be available during the summer. The current prices are: \$2.95 for breakfast, \$4.00 for lunch, and \$4.35 for dinner. There will be a slight increase in these prices for 1985.

I hope this information will be of use to you. If I can be of further assistance please call me, (902) 424-3401.

Yours truly,

A handwritten signature in cursive script that reads "Sheila Fougere".

Sheila K. Fougere (Mrs.)
Director, Conference Centre

THE UNIVERSITY OF WESTERN ONTARIO

APPLICATION FOR SUMMER RESIDENCE 1984

U.W.O. CREDIT COURSE

NAME
(Surname-Print) (Given Names)

ADDRESS
(Street)

.....Phone.....
(City or Town) (Postal Code) (Area Code)

U.W.O. Student#Intended Courses.....

INTENDED OCCUPANCY PERIOD FROMTO.....

RESIDENCE PLAN DESIRED: (weekly only)

☐ 7 nights accommodation and breakfast Monday through Friday
\$67.00 (Extra days charged on Prorated Basis)

☐ 7 nights accommodation and 3 meals daily, Monday through Friday
\$102.00 (Extra days charged on Prorated Basis)

PAYMENT OF RESIDENCE FEES:

- Payment must be paid in advance. (credit cards not accepted)
- No deposit is required but a post dated cheque (dated for day of arrival) will guarantee this reservation.
- Proof of enrollment in course may be requested.

IT SHOULD BE NOTED THAT:

- All students will be accommodated at Saugeen-Maitland Hall.
- Parking is available at Residence - .25¢ coin entry or a summer pass may be purchased for \$6.00 at parking office, Stevenson-Lawson Building.
- All Students will be limited to a specified number of "food unit entitlements" for each meal, which are non-transferable and must be consumed at that meal by the contracting student. No food may be removed from the cafeteria. All units consumed over the specified entitlement will be charged to the student.
- Weekend meals will be available in a residence dining hall on a cash basis.
- Bag lunches, if ordered 48 hours in advance, on a regular basis, will be provided for those students whosetimetable makes it difficult for them to return to the residence.

THE UNIVERSITY RESERVES THE RIGHT TO TERMINATE CONTRACTS, REASSIGN ROOMS AND TO EFFECT OTHER STEPS FOR THE SAFETY, SECURITY, AND CONDUCT OF THE RESIDENCE PROGRAMME.

IF ADMITTED, I AGREE TO ABIDE BY ALL UNIVERSITY AND RESIDENCE REGULATIONS, AND ALL FEE REGULATIONS AND CONDITIONS OUTLINED ABOVE, ALL OF WHICH ARE ACCEPTED ACCORDINGLY.

DATE _____ SIGNED _____

Please forward this application to:

MANAGER, SUMMER RESIDENCE ADMISSIONS
ROOM #100, SAUGEEN-MAITLAND HALL
289 WINDERMERE ROAD
LONDON, ONTARIO
N6G-2J8



McGill
University

RESIDENCES

SUMMER RESIDENCE RATE SCHEDULE 1984
(CO-ED and R.V.C.)

ACCOMMODATION

	CO-ED	R.V.C.
Non-McGill Students:	\$16.50/night	\$16.50/night
(With student I.D. only)	\$31.00/2 nights	\$32.00/2 nights
	\$42.00/3 nights	\$45.00/3 nights
	\$69.00/week	\$78.00/week

Accommodations consist primarily of single rooms with shared male and female washrooms; A limited number of double rooms is available (by reservation only). Linen will be changed once a week or it can be exchanged for a fresh set by contacting the Porter and/or linen maids during the hours of 8:00 AM to 4:00 PM, weekdays. Towels are provided.

CHECK-IN HOURS for the Co-Ed Residences are 9.00 AM to 9.00 PM, weekdays
and 10.00 AM to 8.00 PM, weekends.

For conferences, extended hours are provided.

Checking into R.V.C. takes place 24 hours a day, 7 days a week.

LOCATION

Co-Ed Residences are located at 3935 University Street, situated in the green spaces on Mount-Royal, atop University Street. Parking is available, at a nominal daily fee.

Royal Victoria College is conveniently located at 3425 University St. at the corner of University and Sherbrooke streets in the heart of downtown Montreal.

MEAL SERVICE (Co-Ed Residences only, excluding holidays and weekends.)

Available upon prior arrangement for conferences and groups.

For information, please write to: Food Service Department
Bishop Mountain Hall
3935 University Street
Montreal, Québec, H3A 2B4
or call (514) 392-4271

RESERVATIONS Reservations can be made by writing to:

Summer Accommodations
McGill Residences
3935 University Street
Montreal, Quebec
H3A 2B4

or phoning (514) 392-4222 or 4224.

Reservations are confirmed upon receipt of a one-night deposit per person, applicable towards the residence fee. This deposit is non-refundable.



McGill
University

UNIVERSITE MCGILL

FRAIS DE RESIDENCE POUR L'ETE 1984
(MIXTES ET C.R.V.)

RESIDENCES

MIXTES

C.R.V.

LOGEMENT

Etudiants* (prix spéciaux pour 2 et 3 nuits)	\$16.50/nuit	\$16.50/nuit
*Carte d'Etudiant Requise	\$31.00/2 nuits	\$32.00/2 nuits
	\$42.00/3 nuits	\$45.00/3 nuits
	\$69.00/semaine	\$78.00/semaine

Les logements se composent de chambres simples; un nombre limité de chambres doubles est disponible. Chaque étage est divisé en deux ailes: pour hommes, pour femmes. Chacune possède une grande salle de bain commune. La literie est fournie, ainsi que les serviettes. Nous la changeons une fois par semaine; pendant leur séjour, si les visiteurs le désirent, la literie usagée peut être changée en avisant le personnel de ménage ou le portier durant la semaine entre 8:00 AM et 4:00 PM.

INSCRIPTION

L'inscription aux résidences mixtes a lieu entre 9:00 AM et 9:00 PM durant la semaine, 10:00 AM et 8:00 PM durant la fin de semaine. Pour les conférences, les heures d'inscription sont prolongées.

L'inscription au C.R.V. a lieu 24 heures par jour, 7 jours par semaine.

LIEU

Les résidences mixtes sont situées au 3935 rue Université, sur les flancs verdoyants du Mont-Royal, au sommet de la rue Université. Un stationnement est disponible moyennant un tarif journalier. Le Collège Royal Victoria est commodément situé à l'intersection des rues Sherbrooke et Université au 3425 rue Université.

REPAS

(Résidences Mixtes seulement; jours fériés et fins de semaines exclus)

Pour renseignements, veuillez écrire à: Service Alimentaire
Pavillon Bishop Mountain
3935 rue Université
Montréal, Québec, H3A 2B4
ou appelez: (514) 392-4271

RESERVATIONS

Pour faire une réservation ou obtenir plus de renseignements veuillez nous écrire à:

Logements d'été
Résidences de l'Université de McGill
3935 rue Université
Montréal, Québec
H3A 2B4
ou appelez: (514) 392-4222 ou 4224

Les réservations ne seront confirmées qu'à la réception d'un dépôt non-remboursable d'une nuit par personne, déductible des frais de résidence.



McGill
University

RESIDENCES

SUMMER RESIDENCE RATE SCHEDULE 1984
(CO-ED and R.V.C.)

ACCOMMODATION

Conference Guests, Non Students:	CO-ED		R.V.C.	
	Per Day	Per Week	Per Day	Per Week
	\$ 22.50	\$135.00	\$ 23.50	\$141.00

Accommodations consist primarily of single rooms with shared male and female washrooms; A limited number of double rooms is available (by reservation only). Linen will be changed once a week or it can be exchanged for a fresh set by contacting the Porter and/or linen maids during the hours of 8:00 AM to 4:00 PM, weekdays. Towels are provided.

CHECK-IN HOURS for the Co-Ed Residences are 9.00 AM to 9.00 PM, weekdays
and 10.00 AM to 8.00 PM, weekends.

For conferences, extended hours are provided.

Checking into R.V.C. takes place 24 hours a day, 7 days a week.

LOCATION Co-Ed Residences are located at 3935 University Street, situated in the green spaces on Mount-Royal, atop University Street.
Parking is available, at a nominal daily fee.

Royal Victoria College is conveniently located at 3425 University St. at the corner of University and Sherbrooke streets in the heart of downtown Montreal.

MEAL SERVICE(Co-Ed Residences only, excluding holidays and weekends.)

Available upon prior arrangement for conferences and groups.

For information, please write to: Food Service Department
Bishop Mountain Hall
3935 University St.
Montreal, Québec, H3A 2B4
or call (514) 392-4271

RESERVATIONS Reservations can be made by writing to:

Summer Accommodations
McGill Residences
3935 University Street
Montreal, Quebec
H3A 2B4

or phoning (514) 392-4222 or 4224.

Reservations are confirmed upon receipt of a one-night deposit per person, applicable towards the residence fee. This deposit is non-refundable.



McGill
University

UNIVERSITE MCGILL

FRAIS DE RESIDENCE POUR L'ETE 1984
(MIXTES ET C.R.V.)

RESIDENCES

<u>LOGEMENT</u>	<u>MIXTES</u>		<u>C.R.V.</u>	
	<u>Par Jour</u>	<u>Par Semaine</u>	<u>Par Jour</u>	<u>Par Semaine</u>
Adultes et Congressistes	\$22.50	\$135.00	\$23.50	\$141.00

Les logements se composent de chambres simples; un nombre limité de chambres doubles est disponible. Chaque étage est divisé en deux ailes: pour hommes, pour femmes. Chacune possède une grande salle de bain commune. La literie est fournie, ainsi que les serviettes. Nous la changeons une fois par semaine; pendant leur séjour, si les visiteurs le désirent, la literie usagée peut être changée en avisant le personnel de ménage ou le portier durant la semaine entre 8:00 AM et 4:00 PM.

DESCRIPTION

L'inscription aux résidences mixtes a lieu entre 9:00 AM et 9:00 PM durant la semaine, 10:00 AM et 8:00 PM durant la fin de semaine. Pour les conférences, les heures d'inscription sont prolongées.

L'inscription au C.R.V. a lieu 24 heures par jour, 7 jours par semaine.

LIU

Les résidences mixtes sont situées au 3935 rue Université, sur les flancs verdoyants du Mont-Royal, au sommet de la rue Université. Un stationnement est disponible moyennant un tarif journalier. Le Collège Royal Victoria est commodément situé à l'intersection des rues Sherbrooke et Université au 3425 rue Université.

REPAS

(Résidences Mixtes seulement; jours fériés et fins de semaines exclus)

Pour renseignements, veuillez écrire à: Service Alimentaire
Pavillon Bishop Mountain
3935 rue Université
Montréal, Québec, H3A 2B4
ou appelez: (514) 392-4271

RESERVATIONS

Pour faire une réservation ou obtenir plus de renseignements veuillez nous écrire à:

Logements d'été
Résidences de l'Université de McGill
3935 rue Université
Montréal, Québec
H3A 2B4
ou appelez: (514) 392-4222 ou 4224

Les réservations ne seront confirmées qu'à la réception d'un dépôt non-remboursable d'une nuit par personne, déductible des frais de résidence.

Opening date
May 4, 1984
Closing date
August 24, 1984

Persons admitted
Students, alumni
Workers and groups of
related field
Co-educational residences

- Single room
(one person per room)
- Bedding, towels, face cloths supplied
- Hand basin in each room
- Common toilet and shower facilities
on each floor
- Washing machines, dryers, irons and
ironing boards in the residence
- Check-in desk always open
- Check-out time: 10:00
- Return the key at the reception desk
It is forbidden to cook in the rooms
Reservation required

Rates
Students:
13\$ per day; 45\$ per week
Student ID card required
Non-students:
20\$ per day; 75\$ per week

For any information, please contact:
Residences
Université de Montréal
P.O. Box 6128, Postal Station A
Montréal (Québec)
H3C 3J7
Tel.: (514) 343-6531

Cafeteria
07:30-18:00 (week)
Closed (Saturday and Sunday)
Breakfast: 1,50\$ approx.
Lunch: 4,50\$ approx.
Dinner: 4,50\$ approx.

How to Get to Residences

If you come by train (Central Station, Downtown)

- Subway: Bonaventure Station ▶ Laurier Station
▶ Bus 51 (West) ▶ Residences
Cost: 0,85\$

If you come by air (Dorval Airport)

Route 1

- Bus 204 ▶ Dorval Shopping Center
▶ Bus 211 ▶ Lionel-Groulx Station (Subway)
▶ Subway: Lionel-Groulx Station ▶ Plamondon Station
▶ Bus 51 (East) ▶ Residences
Cost: 0,85\$

Route 2

- Murray Hill Bus (every 20 minutes)
▶ Queen Elizabeth Hotel, Central Station,
Bonaventure Station (Subway)
▶ Subway: Bonaventure Station ▶ Laurier Station
▶ Bus 51 (West) ▶ Residences
Cost: 5,85\$

Route 3

- Taxi ▶ Residences
Cost: approximately 18\$

If you come by air (Mirabel Airport)

Route 1

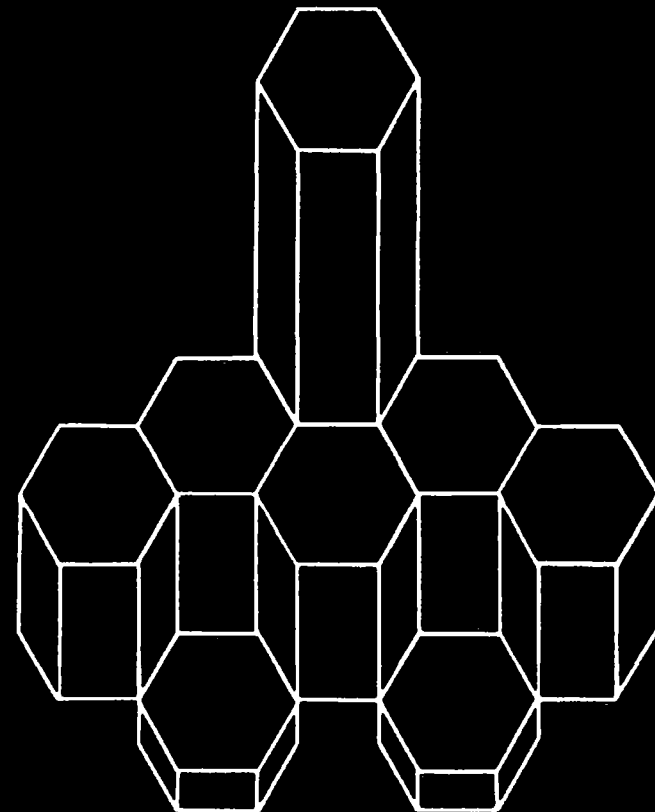
- Bus (every 30 minutes 05:00-14:00)
▶ Central Station, Bonaventure Station (Subway)
▶ Subway: Bonaventure Station ▶ Laurier Station
Bus 51 (West) ▶ Residences
Cost: 8,85\$

Route 2

- Taxi ▶ Residences
Cost: 45\$

Les résidences de l'Université de Montréal

Summer 1984



Université de Montréal

1985 rates not
known yet.

Carte du campus de l'U de M

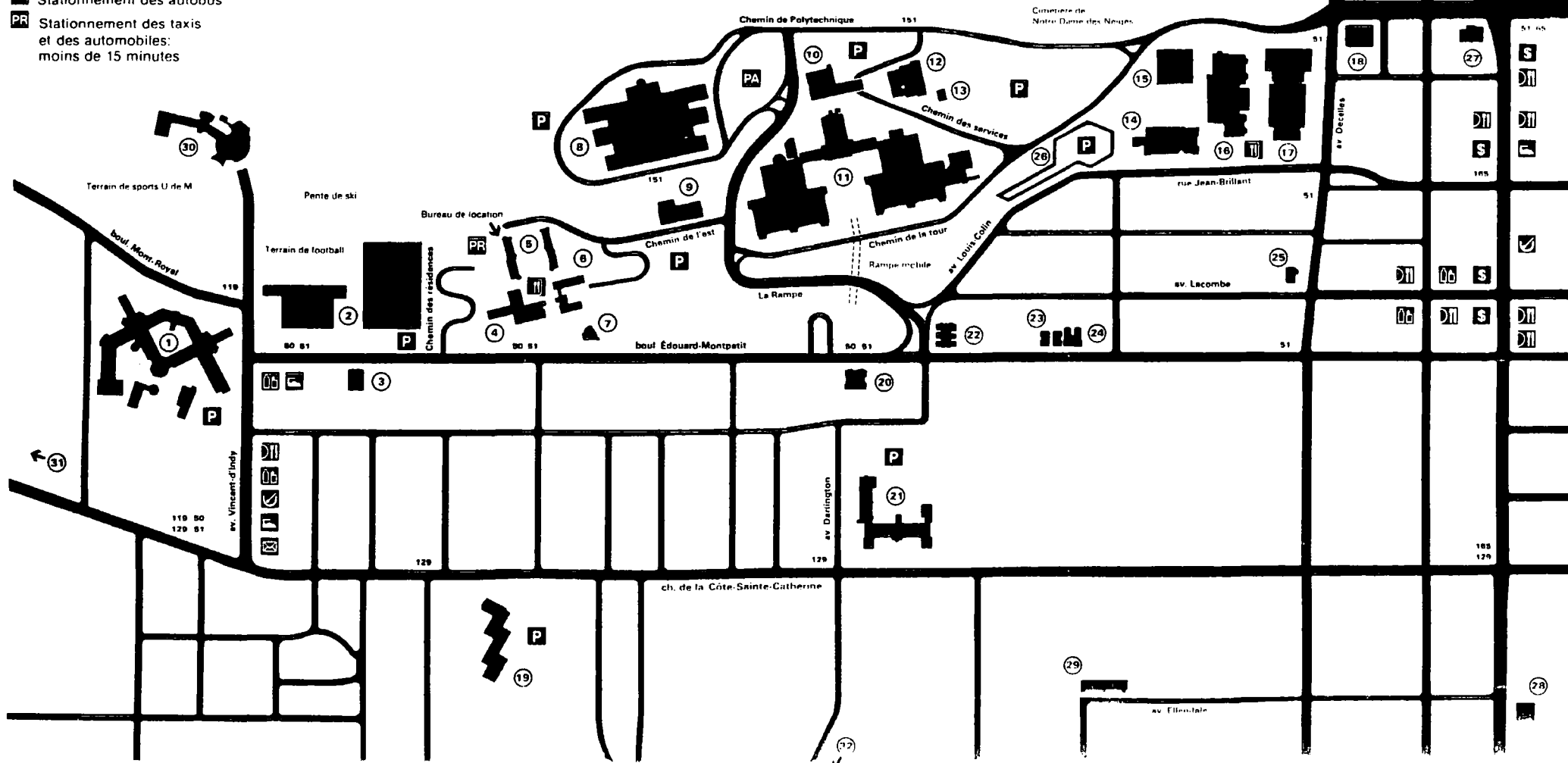
- Arrêt d'autobus
- Banque
- Bureau de poste
- Cafétéria
- Dépanneur
- Nettoyeur
- Pharmacie
- Restaurant
- Stationnement
- Stationnement des autobus
- Stationnement des taxis et des automobiles: moins de 15 minutes

- 1 Pavillon Marie-Victorin
- 2 Centre d'éducation physique et des sports (CEPSUM)
- 3 2101, boulevard Edouard-Montpetit
- 4 Centre communautaire
- 5 La résidence C (étudiants et étudiantes)
- 6 La résidence A (étudiants)
- 7 La résidence B (étudiantes)
- 8 Ecole Polytechnique
- 9 Pavillon administratif
- 10 Pavillon du Service des bâtiments et terrains

- 11 Pavillon principal
- 12 Centrale thermique
- 13 Laboratoire de physique nucléaire
- 14 Pavillon Lionel-Groulx
- 15 Pavillon Maximilien-Caron
- 16 Pavillon 3200, rue Jean-Brillant
- 17 Ecole des Hautes Etudes Commerciales
- 18 3333, chemin Queen Mary
- 19 Pavillon Marguerite-d'Youville

- 20 2801 et 2815, boulevard Edouard-Montpetit
- 21 Pavillon 5620 avenue Darlington
- 22 2910, boulevard Edouard-Montpetit
- 23 3032 et 3034, boulevard Edouard-Montpetit
- 24 3050 et 3060, boulevard Edouard-Montpetit
- 25 3288 et 3290, avenue Lacombe
- 26 Garage Louis-Colin
- 27 3535, chemin Queen Mary

- 28 5858, chemin de la Côte-des-Neiges
- 29 3180, avenue Ellendale
- 30 200, avenue Vincent-d'Indy
- 31 Pavillon 520, chemin de la Côte-Sainte-Catherine
- 32 6055, avenue Darlington



UNIVERSITY OF TORONTO
BUSINESS AFFAIRS, SIMCOE HALL, TORONTO, CANADA M5S 1A1

RESIDENCE INFORMATION - SUMMER ACCOMMODATION

The University of Toronto welcomes visitors to make use of our summer residence facilities.

COST OF ACCOMMODATION - (Canadian Funds) - The 1984 rate includes a breakfast voucher valued at \$2.95.

<u>Single Rooms</u>		<u>Twin Rooms (Per Person)</u>	
<u>New College</u>	<u>Other Residences</u>	<u>New College</u>	<u>Other Residences</u>
\$27.00/nt	\$26.00/nt	\$19.00/per/nt	\$18.00/per/nt

- Rates include Provincial Sales Tax.
- Breakfast will not be provided on weekends for groups less than 50 in number. The rates will be adjusted accordingly.
- Breakfasts are not compulsory for individual reservations.

RESERVATIONS - Complete and return the enclosed application form and space will be held in the appropriate residence.

DEPOSITS AND GUARANTEES - A non-refundable deposit of \$10.00 per person payable to the University of Toronto by certified cheque or money order must be received one month prior to your arrival date in order for your reservation to be guaranteed.

PAYMENT OF ACCOMMODATION - The balance of these charges should be paid by cash or travellers cheque, with the residence porter upon arrival.

DISCOUNTS - will be provided for visits of 10 nights or more. Recognized youth groups will receive a discount of \$2 off the regular twin rate per person.

LIST OF INDIVIDUALS - An alphabetical list of those staying in residence should be sent with the deposit or received no later than 2 weeks prior to arrival. Youth groups should provide a non alpha. list with rooming partners indicated.

PLEASE NOTE - Mailing time often takes 2 weeks especially for mail coming from outside Ontario.

ARRIVAL TIME - Should be between 11:00 a.m. and 11:00 p.m. Special arrangements should be made for arrival at other than these times.

CHECK OUT TIME - You are requested to vacate your rooms by 12:00 noon. Please contact the residence porter to arrange for storage of your luggage if you are not leaving the city until later in the day.

RESIDENCE STANDARDS - It is expected that guests staying in residence conduct themselves in a responsible manner so as not to disturb others in the building. Groups or individuals will be held responsible for any costs resulting from their damage to University property. Youth groups must provide an adequate number of supervisors. Accommodation is not provided for children under age 5.

PARKING - Bus parking is provided to groups at no charge at Spadina Crescent. Car parking is available at \$3.50 per day at 113 St. George Street.

ATHLETIC FACILITIES - Individuals staying in University residences may make arrangements directly at the Athletic Complex to use their facilities. Your residence receipt, of payment for accommodation may be used to authorize access to the Athletic Building. A one week pass will be issued at the Athletic Centre Office for a small fee. Locker facilities and towel service will also be provided for.

